DEVELOPING STUDENTS WRITING SKILL BY USING MOVIE AT THE EIGHTH GRADE OF SMP NEGERI 1 BUA PONRANG

A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial Fulfillment
of the Requirement for S.Pd Degree in
English Study Program**

By,

IDRIS AFANDI

Reg. Num. 09.16.3.0130

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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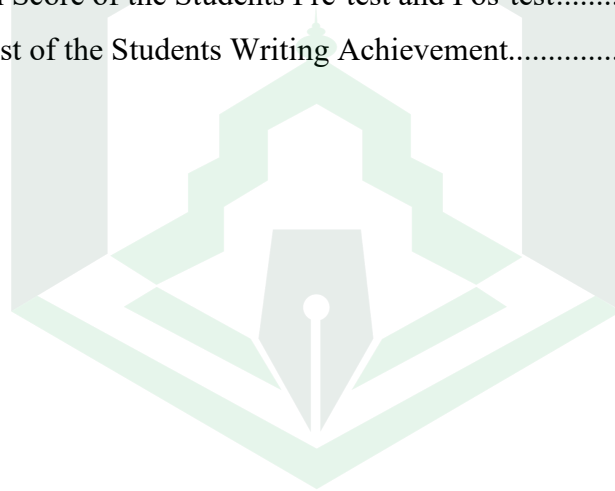**IDRIS AFANDI**

Reg. Num. 09.16.3.0130

Supervised by.

1. **Madehang, S.Ag., M.pd.**
2. **Wisran, S.Ag., M.M.**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

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NOTA DINAS PEMBIMBING

Perihal   : Skripsi   Palopo, 13 Februari 2014

Lamp.   : 6 Eksampler

Kepada

Yth. Ketua Jurusan Tarbiyah STAIN Palopo

Di-

      Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   **: Idris Afandi**

Reg. Num.   **: 09.16.3.0130**

Jurusan   **: Tarbiyah**

Program Study   **: BahasaInggris**

Judul Skripsi   **:Developing Students Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1Bua Ponrang.**

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Pembimbing I

Madehang,S.Ag., M.Pd.
Nip.: 19730615 200003 1 004

PENGESAHAN SKRIPSI

Skripsi yang berjudul *"Developing Students Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1 Bua Ponrang"* yang ditulis oleh saudara **IDRIS AFANDI. NIM. 08.16.3.0130**, Mahasiswa Jurusan Tarbiyah Program Studi Tadris Bahasa Inggris pada SekolahTinggi Agama Islam Negeri Palopo, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari , tanggal 2013.Bertepatan dengan tanggal 2013   H. Dan dinyatakan telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah Program Studi Bahasa Inggris dengan beberapa perbaikan.

Palopo,_____2013

H

Tim Penguji

1	Pro. Dr. H. Nihayah M.,Hum	KetuaSidang	(	)
2	Drs. Hasri, M.A.	Penguji I	(	)
3	Amalia Yahya, S.E., M.Hum.	Penguji II	(	)
4	Madehang,S.Ag.,M.Pd.	Pembimbing I	(	)
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Ketua STAIN Palopo   **KetuaJurusanTarbiyah**

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Kepada
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Di-
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Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   **: Idris Afandi**

Reg. Num.   **: 09.16.3.0130**

Jurusan   **: Tarbiyah**

Program Study   **: BahasaInggris**

Judul Skripsi   **:Developing Students Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1 Bua Ponrang.**

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

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CONSULTANT APPROVAL

Thesis Entitled   : Developing Students Writing Skill by Using Movie at The

Eighth Grade of SMP Negeri 1 Bua Ponrang .

Written By   Name   : Idris Afandi

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Study Program   : Tadris English

Has been corrected and approved to be examined.

Palopo, 11th February 2014

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PRONOUNCEMENT

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Name :IDRIS AFANDI

Reg . Num. : 09.16.3.0130

Study Program : TADRIS INGGRIS

Department : TARBIYAH

With all awareness and consciousness, the researcher who signs bellow, pronounces that this is literary work of researcher himself. If somebody is proven that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis caused invalid for law.

Palopo, 11th February 2014

Researcher,

IDRIS AFANDI
Reg. Num. 09.16.3.0130

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil'alamin, the researcher express is gratitude to the almighty God that has been given her guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State College For Islamic Studies (STAIN) Palopo on the title *"Developing Students' Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1 Bua Ponrang "* could be finished. Shalawat and salam attended to the great prophet Muhammad SAW, peace be upon to her,

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Prof. Dr. H. Nihaya M, M.Hum. As the head of STAIN Palopo, who always support the writer during his study at STAIN Palopo.

2. Sukirman, S.S., M.Pd. as the first deputy head of STAIN Palopo, who always advise the researcher during his study at STAIN Palopo.

3. Drs. Hisban Thaha, M.Ag. As the second deputy head of STAIN Palopo, who always give motivation to the researcher during his study at STAIN Palopo.

4. Dr. Abdul Pirol, M.Ag. As the third deputy head of STAIN Palopo, who always give some helps and supports to the writer during his study at STAIN Palopo.

5. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo, who always give the best way in writing this thesis.

6. Jufriadi, S.S., M.Pd. as the head of English Study Program STAIN Palopo, who always support, give the best idea, motivation, and always give solution in every problem who faced of the reseacher.

7. Madehang,S.Ag.,M.Pd and Wisran,S.S.,M.Pd as writer's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the writer can finish this thesis.

8. The entire writer's family, special thanks to her beloved aunty and parents who have given the researcher support, motivation and strength to finish the thesis.

9. All the lecturers of English department STAIN Palopo who have given the researcher motivations and attentions in learning English language.

10. All my friends of English study program especially BIG-C who has given the writer support and spirit.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.
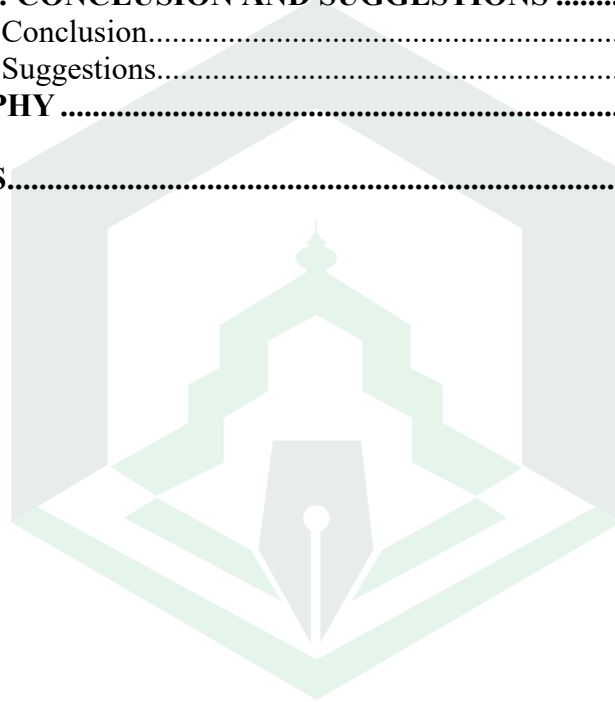
Palopo, February 2014

The Researcher

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ABSTRACT

IDRIS AFANDI Writer, 2014. ***Developing Students Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1 Bua Ponrang.*** Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Supervised by Madehang,S.Ag.,M.Pd. and Wisran,S.S.,M.Pd.

Key word: Developing Writing Skill,Using Movie.

This thesis is about developing students writing skill by using movie at the eighth grade of smp negeri 1 Bua Ponrang. The problem statement of the resarch : is movie effective to develop students motivation in writing of smp negeri 1 Bua Ponrang.

The objective of the research is: To know what extent does using movie develope the students' writing skill at the eighth grade of SMP Negeri 1 Bua Ponrang.

In this research, the researcher used pre-experimental design. Population of this research was the students at eighth grade of SMP Negeri 1 Bua Ponrang academic year 2013/ 2014. This research, the researches used purposive sampling technique by choosing one class that $VIII_A$, because of certain reason. The numbers of sample were 25 students.

The hypothesis was tested by using T-test statically analysis. The result was for the level of the significance 0,05 and degree of freedom (df) = n – 1 = 24, we found that the value of the t-test (11,147) was greater than T-table (1,711). It meant that alternative hypothesis (H_1) was accepted and Null hypothesis (H_0) was refused.

ABSTRAK

IDRIS AFANDI, 2014. ***"Mengembangkan Kemampuan Menulis Pelajar Melalui Menonton Film Pada Kelas Delapan di SMP Negeri 2 Bua Ponrang".*** Skripsi, Program Studi Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam (STAIN) Palopo. dibimbing oleh Madehang S.Ag.,M.Pd dan Wisran,S.S.,M.Pd.

Key word: Mengembangkan Kemampuan Menulis, Menonton film

Tesis ini adalah tentang mengembangkan siswa menulis keterampilan dengan menggunakan film di kelas delapan dari smp negeri 1 Bua Ponrang. Pernyataan masalah penelitian: adalah film yang efektif untuk mengembangkan motivasi siswa dalam menulis smp negeri 1 Bua Ponrang.

Tujuan dari penelitian ini adalah: untuk mengetahui sejauh mana menggunakan film mengembangkan kemampuan menulis siswa kelas delapan dari SMP Negeri 1 Bua Ponrang.

Dalam penelitian ini, peneliti menggunakan desain pra-eksperimental. Populasi penelitian ini adalah siswa kelas delapan tahun akademik SMP Negeri 1 Bua Ponrang 2013 / 2014. Penelitian ini, penelitian-penelitian menggunakan teknik purposive sampling dengan memilih satu kelas VIIIA itu, karena alasan tertentu. Jumlah sampel adalah 25 siswa.

Hipotesis diuji dengan menggunakan T-uji statis analisis. Hasilnya adalah untuk tingkat signifikansi 0,05 dan derajat kebebasan (df) = n-1 = 24, kami menemukan bahwa nilai t-test (11,147) adalah lebih besar dari T-tabel (1,711). Itu berarti bahwa hipotesis alternatif (H1) diterima dan hipotesis Null (H0) ditolak.

CHAPTER I

INTRODUCTION

A. *Background*

English is very important in this world. The existence of the English language today cannot be separated with the human activities. In Indonesia, Our government aware how important English is, so they make English be one of the subject which is teach from elementary school until the university. In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching learning to be more interesting.

There are four skills in English learn, there are listening, speaking, reading and writing skill. The students should be master the four of language skill. So they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally. According to Harmer, writing is the most important reason for teaching writing, because it is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letter, and how to write using electronic media, etc[1].

Writing is a mixture of some idea, vocabulary and also grammar, According to Heaton, writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and

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[1] Jeremy Harmer, *How to Teach English* (New York: Longman, 1998), p. 79

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judgment. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students[2].

The problems were faced by the students in writing include difficulties in exploring and expressing their idea, vocabulary, tenses, and making good sentences. It was showed in their bad marks in English lesson especially writing. The students also seem to feel difficult when they were asked to write their idea. Their submitted papers were usually blank or just with little writing without any elaborations. The students were not so interested in learning English especially writing because English was just considered as a foreign language and not used in daily conversations. They thought that learning English was just to know the grammatical patterns and vocabulary. The teacher just took the students' work or teacher just asked the students to do writing and to submit it, then returned the marked sheets without discussing them with the students. Those all made them to have low motivation in learning English.

From the satatement above the researcher can say that writing is a very important subject because in writing we can share idea from our brain, it is not easy to translate the concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful .We also must pay attention to the grammar, so it is normal if the students

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[2] J. B. Heaton, *Writing English Language Tests* (London: Longman, 1975), p.138

think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). Writing skill is very important for example when we write letter or application letter. Writing skill is very useful for us to write the written text well. Besides, of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally in this modern life, people can get money from doing their writing, for example a journalist, novelist.

The researcher had choosed SMP Negeri 1 Bua Ponrang in research because the researcher had found some problems when the researcher observed the school. The researches saw that the problems faced by the students were caused by some factors that may came from the students, the teachers, media, or technique used in teaching learning process.

The students just got the mark without knowing their strengths and weaknesses. It made them difficult to develop their writing skill. Teacher should be able to make conducive class by using creative media and strategy in presenting the materials, motivating the students, giving reinforcements, and using variety of methods to get the goal.

Media are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. The teaching media include media that are use to show the materials such as books, tape

recorders, movies, pictures, computers, etc. Considering the problems in learning writing faced by the students, the researches proposed technique of using movie in teaching writing as a solution. The researches used movie because the students would be more interested in learning writing in a class and movie has sounds and pictures on it and it has story. According to Rivers, movie is a kind of an audiovisual aid that can be used in teaching learning process.[3] Therefore, through movie, students expected to recognize the characters in movie to get something happen. And the students try to rewrite the story in the movie, and the researcher belives that using movie can develop the students' in writing skill.

Based on the statement and the proposed solution above, the research inspired to carry out this research under the title "Developing Students' Writing Skill by Using Movie at The Eighth Grade of SMP Negeri 1 Bua Ponrang."

B.   *Problem Statement*

Based on the background of the study above, the researches formulated problem statement as follows: Is the using of movie effective to develop the students' writing skill at SMP Negeri 1 Bua Ponrang?

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[3] Wilga M Rivers, *Interactive Language Teaching* (Cambridge: Cambridge University Press, 1987), p. 52

C. *Objective of The Research*

Based on the problem statement, the objective of research is: To find out the effectiviness of movie for the students' in writing skill at the eighth grade of SMP Negeri 1 Bua Ponrang.

D. *Significance of the Research*

The result of the research is expect to be useful information and contribution for the teachers as the technique in teaching writing. In relation to students, they will be able to express their ideas into writing form well to improve their writing skill by using movie.

E. *Scope of the Research*

The scope of the study on, Developing students writing skill by using movie at the eighth grade of SMP Negeri 1 Bua Ponrang. Where the reseacrh focus on five main aspect of writing assessment, namely: Content, Organization, Grammar, Vocabulary and Mechanics.

F. *The Definition of Term*

In this thesis, the researches gives some explanations of some key terms that predominantly appear in this thesis. These key terms explanation's function is to make the readers to understand exactly about the meaning.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). Writing is the activity or occupation of writing example stories and to make sentence[4].

Movie is a film or a cinema has a series of moving pictures recorded with sound that tell a story[5].

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[4] Hornby, *Advanced Learner's Dictionary* (Fifth Ed.; New York: Oxford University Press, 1995), p. 1382

[5] Ibid*.,* p. 761

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

In writing this thesis, the researcher found some research which are closely related to this research, they are:

1. Muhammad Akbar had conducted researcher about the effectiviness of pair interview in teaching writing skill at the elevent year student of MAN Palopo. Based on the result the writer foud there was significant improvement of student before and after joining treament with pair interview. It means that trough pair interview can improve students' skill at MAN Palopo[1].

2. Wiwik Muliani Nur had conducted research about The Developing Writing Skill Trough Descriptive Composition at The First Year Students of SMU Negeri 2 Palopo. The researcher concludes that students writing skill of SMU Negeri 2 Palopo was develop trough descriptive composition[2].

3. Sriwati M. Husain had conducted research about The Improving Student Writing Skill Trough Describing Object at Tenth Class of MAN Palopo. Based on the

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[1] Muhammad Akbar, *The Effectivenes of pair Interview In Teaching Writing Skill at The Elevent Year of MAN Palopo, (*STAIN Palopo, 2007). P.70.

[2] Wiwik Muliani, *The Developing Writing Skill Through Descriptive Composition At The First Year Students of SMU Negeri 2 Palopo.* (STAIN Palopo, 2007). P.60.

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result the writer foud that there significant improvement on students writing skill at the seventh year students of MAN palopo[3].

Based on the previous researches above, the researcher was eager to conduct a research about developing writing skill by using movie at the eight grade of SMP Negeri 1 Bua Ponrang.

B. *The Concept of Writing*

1. Definition of Writing

In generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Rivers, distinguishes writing from other skills according to the form, it was from the simple form to the most highly developed one. From its simple one, writing can be conceived as the act of putting down in conventional graphic from something that had been spoken[4].

Ghaith states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and

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[3] Sriwati M. Husain, *The Improving Students Skill Writing Ability Through Describing Object At Tenth Class of MAN Palopo.* (STAIN Palopo, 2009). P. 55

[4] Wilga M Rivers, *Teaching Foreign Language Skill* (Cambridge: Cambridge University Press, 1968), p. 242

learning. Yet, novice researches need to practice writing or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical agreement, and the like.[5]

According to Epstein defines writing is an on-going and interactive process. As such, it helps you sort out your ideas, and shapes and guides your research in an iterative way. Constant writing helps you to develop and done your writing skills.[6] In addition, Creme gives another definition; writing is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing.[7]

From the definitions above the researches can say that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and by social experiences that the researches brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and have to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

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[5] Ghazi Ghaith, *Writing,* American University of Beirut, http://www.nadasisland.com/ghaith-writing.html, Accessed on Thursday, April 5th, 2012

[6] Debbie Epstein, Jane Kenway, and Rebecca Boden, *Writing For Publication* (SAGE publications Ltd, 2005: London) p. 18

[7] Phyllis Creme and Mary R. Lea, *Writing at University: A Guide for Students* (New York: Open University Press, 2008), p. 26

2. Types of writing

There are many types of writing. According to Breveton in Hasmawati, there are: .[8]

The explanation about types of writing as follows:

a. Narration

A narrative tells a story,[9] a series of connected incidents or an action. In narrative, the incidents that make up the story are usually told in one order in which they would really happen when writing a narrative text, it is best to relate events chronologically. The first paragraph should set the senses and most exciting art should come at the end. Then the general outline for stories should be as follows (1) before the event, (2) the event, and (3) after the event.

b. Description

Whison states that as descriptive text gives sense impression about feeling, sound, taste and lock of things. It helps the reader.[10] Through his/her imagination, to visualize a scene or person or to understand a sensation or an emotion. Ahmad says that a descriptive text is a text which lists the characteristics of something.[11]

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[8] Hasmawati, *op.cit.,* p. 10.

[9] Martin H. Manser, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1991), p. 275.

[10] George E. Whison and Julia M. Burks, *Let's Write English* (Revised Edition. New York: Educational Publishing Inc, 1980), p. 128.

[11] Zahrowi Ahmad, http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/, Accessed on Monday, February 19th, 2013

c.   Argumentation

For argumentation, we must discover a tone that uses fact when it is relevant, opinion modestly and reasonable. Allows time and space the doubts, and built a segment by paragraph steps that the reader can follow.

d.   Comparison and contrast

Comparison and contrast is a kind essay developed by comparison emphasizes and similarities or likeness between people, places or abstraction this research just want to observe one types of writing.

a.   Expository Writing informs, explains, clarifies, or defines (examples: research paper, essay, report)

b.   Persuasive writing , informs and attempt to convince the reader to take the same stand (example : movie review restaurant critique, letter to editor ,editorial)

c.   Technical writing, use research to present specialized information, but just because it is technical does nit mean it has to be flat and dull (example : a VCR manual, driver's manual a legal document)[12].

3. Component of Writing

Jacob states that the components of writing are divider into five, they are: content, organization, language use, vocabulary and mechanics[13].

a.   Contents

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[12] Arisah. *Improving Students' Writing Skill Trough Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke*, (Palopo: Thesis S1 STAIN Palopo, 2011), p.18

[13] J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 146

The contents of writing should be clear to readers so that the reader can understand the message convoyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

1. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to describe them.

2. Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

d. Language use

Language use in writing description and other from of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. It should be able to do anything more than utter separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

4. Characteristics of Good Writing

Eight Characteristics of Good Writing[14]

a.) Clarity and focus: in good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

b.) Organization: a well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

c.) Ideas and themes: is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d.) Voice: this is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e.) Language (word choice): we writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well crafted sentences.

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[14] www.writingforward.com/better-wrting/characteristic-of-good-writing.

f.) Grammar and style: many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

g.) Credibility or believability: nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

h.) Thought-provoking or emotionally inspiring: perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

Nunan points out the successful writing as follows:

a. Mastering the mechanics of writing.

b. Mastering and pay attention about spelling and punctuations.

c. Using the grammatical system to understand the meaning.

d. Organizing content at the level of paragraph and the complete text to reflect the given new information and topic comment structures.

e. Polishing and revising one's initial efforts

f.   Selecting an appropriate style for one's audience[15].

Based on the opinion above, the researches can say that the researches can get successful writing if the writer pays attention with five components of writing; they are content, organization, grammar, vocabulary, and mechanics. Also, give revising one's initial efforts.

Based on the opinion above, it can be said that the characteristics of good writing are good writing make the readers understand what the writer say; the readers feel happy if they read, and it focuses on meaning rather than form.

5. **Motivation for Writing**

Write something in any form, poetry, articles or diaries need motivation. Motivation is a powerful reason that drives a person to write. There are two motivations: intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the author's own, while extrinsic motivation is encouragement from outsiders or others. Intrinsic motivation could be the desire within themselves the ability to demonstrate, share personal experiences, or just try something new. Extrinsic motivation can be the task of the office, deadlines, or just want to get compliments from people lain.Motivasi best course is intrinsic motivation; are going to continue to give encouragement to write.

Like fire, motivation can also be extinguished. A writer should keep his motivation to keep it lit. The author can keep the motivation to keep in mind and

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[15] David Nunan, *Designing Tasks for The Communicative Classroom* (New York: Cambridge University Press, 1989), p. 37.

motivation instilled in him and continue to write. Sometimes laziness to write comes hinder a writer. Laziness can be caused by a reduction or weakening motivational author. If laziness is coming, research have to fight to keep writing, even if only one word or one sentence.

Motivation comes from the writing should also be positive things. If the motivation of the author encourages the opposite, then the author should reconsider the motivation. Positive motivation will lead authors to produce writings that are positively charged. Conversely, if negative motivation to drive to write. Motivation will burn the spirit of the author to continue to produce quality posts and useful to readers.

Motivation in authorship can also be associated with the ideals of the author. Authors who have ideals about art, for example, will be motivated by idealism to write everything about art. Idealism will strengthen the motivation of the author in writing down his ideas in writing[16].

6. Technique of Writing

There are four Technique writing skill for a good writer

a. Pre-writing

Pre-writing means jotting down and rouge sentence or phrases every think that comes to mind about possible topic. See if you can write nonstop for ten minutes or

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[16] *http://id.shvoong.com/writing-and-speaking/self-publishing/2294730-motivasi-untuk-menulis/#ixzz2nxlqbuvV*

more. Do not worry about spelling or punctuating correctly, about erasing miss takes, about organizing material, or about finding exact word. Intend, explore idea by putting down whatever pops into your head. If you get stuck for word, repeat yourself until more word come. There is not need to feel inhibited, since mistakes do and you do not have to hand in your prewriting.

Pre-writing will limber up your writing insoles and make you familiar with the act of writing. It is a way to break through mental blocks about writing. Since you do not have to worry about mistakes, you can focus on discovering what you want to say about a subject.

b. Questioning

In questioning, you generate ideas and details by asking question about your subject. Such questions include why, when, where, who and how. Ask as many question as you can think of.

Asking question can be an effective way of getting yourself to think about a topic from a number of different angles. The question can really help you generate details about topic.

To get a sense of the questioning process, use a sheet of paper to ask yourself a series of question about a good or hand experience that you have had recently, see how many details you can accumulate in ten minutes. And remember again not to be concerned about mistakes, because you are just thinking on paper.

7. The Stages of Writing

Before writing we have to know the stages in writing suchs: planning, drafting, and revising.

a.   Planning is state of strategies designed to find and produce information in writing. When the people begin writing project, people had discover what is possible. People need to located and explore

b.   Drafting is as series of strategies designed to organize develop sustained of writing. Once planning has enabled people to identify several subject and encouraged people to gather information on these subjects perspective, additional drafts can be written that further shape, organize and clarify the work.

The strategies to facilitate translating of ideas in to first and successive drafts:

1.   Mapping: Creating a map of additional ideas and reconcetualizing way to order them as they write sometimes helps students capture their ideas before there are lost.

2.   Fast or free writing: writing an entire first draft as quickly as possible without reading or pausing to attend mechanics help students created their first draft.

3.   Personal letter: writing a first draft as if it were a personal letter to one specific person such as a friend sometimes frees student to created their first draft.

4.   Conferencing: talking about ideas whit a teacher sometimes helps students see how they can start and develop their draft.

5. Reflecting and questioning: pausing to ask themselves what they are saying and if they need to say more it differently sometimes helps students more their drafts forward.

c. Revising

Revising is a series of strategies designed to examine and evaluate the choices that have created a piece of writing. After people complete their draft they need to stand back from their text and decade what action would seem to be most productive[17].

8. The Problems in Writing

There are five problems in writing, they are:

a. Cannot observe and appraise that idea as objective.

b. There is not planning how we start to write we do not thing and speaks orderly.

c. We do not know the ability and potential ourselves.

d. Never look for and dominate information relationship with the topic which is written.

e. The idea not organizes as systematic and gives expressing as writer[18].

Besides, there are some grammatical problems sometimes found in writing, they cover:

1.) Word Choice

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[17] Wiwik Muliani Nur, *Developing Writing Skill Through Descriptive Composition at the First Year Students of SMU Negeri 2 Palopo,* (Palopo: Thesis S1 STAIN Palopo, 2007), p. 15

[18] Khadiah*, Pembinaan Kemampuan Menulis Bahasa Indonesia,* (Jakarta: PT. Gelora Pertama, 1998), p. 2

Although good word choice is partly, a matter of preference, and therefore style, students should understand that certain choice will help them communicate their ideas to the readers. The tolls for this search for word include a good dictionary and thesaurus. Students should be encouraged context as well as.

2.) Language Usage

Language use is another important aspect of grammar. It refers to a person's in from a expression choice of words and structures in both speaking and writing. In different social situation, a person adjust usage so that language. According to purpose, context, and intended audiences. Usage is what is acceptable in particular situation.

3.) Punctuation and Capitalization

The Purpose of punctuation is to help the reader understand the writer`s meaning. For example "I left him convinced he has a fool" is not same as "I left him convinced he was a full". Variation it is also a signal to the reader. A capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language[19].

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[19] Sitti Marwah: *Using Question to Guide the Eight Year Students of SMPN 12 Palopo in Writing Descriptive Paragraph,* (Palopo: Thesis S1 STAIN Palopo, 2011), p. 20

9. Teaching Writing

Teaching writing has greatly improved both native language or foreign language composition pedagogy[20]. However, though students may be much better at invention, organization, and revising than they were before, too many written product are still riddled with grammatical and lexical inaccuracies. No matter how interesting or original a student's ideas are, an excess of sentence and discourse level error my distract and frustrate instructors and other readers. Because this may lead to harsh evaluation of the student's overall writing abilities. Thus, writing teachers, in addition to focus on student's ideas, need to help students develop their writing skill.

As consideration to teach writing, teachers may take attention both those points below :

(a) Types of Classroom Writing Performance

While various genres of written texts abound, classroom writing performance is, by comparison, limited. Consider the following five major categories of classroom writing performance:

(1) Imitative or Writing Down

At the beginning level of learning to write, students will simple "write down" English letter, words, and possibly sentences in order to learn he conventions of orthographic code. Some form of dictations can serve to teach and test high-order processing as well.

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[20] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practic,* (USA : Cambridge University Press,2010), p.328

(2) Intensive or Controlled

Writing is sometime used as a production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any creativity on the part of writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the may be asked to change all present tense verb to past tense, and so forth.

(3) Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self mind as an audience. The most silent instance of this category in classroom is note taking, where the students take notes during a lectures for the purpose of later recall.

Dairy or journal writing also falls into this category. However, in many circumstances a dialogue journal in which a students record thoughts, feelings, and reactions and which an instructor reads and responds too, while ostensibly written for oneself has two audiences.

(b) Principles for Teaching Writing Skill

(1) Incorporate practice of "good" writers

This first guideline is sweeping. As you contemplate devising a technique that has a writing goal in it, consider the various thing that efficient writers do and see if the technique includes some theses of practice.

(2) Balance process and product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stage in process of composing. At the same time, do not get so caught up in the stages leading up to the final product that lose sight of the ultimate attainment : clear, articulate, well-organized, effective piece of writing. Make sure that students see that everything leading up to this final creation was worth of effort.

(3) Account for cultural/literacy background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students' native traditional and those that you are trying to teach, try to help the students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

(4) Connect reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both

about how they should write and about subject matter that may become the topic of their writing.

(5) Provide as much authentic writing as possible

Whether writing is real writing or display writing, it can still be authentic in that the purpose for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with the students un the class is one way to add authenticity. Publishing a class newsletter, writing resume, journal writing, all these can be seen as authentic writing[21].

C. *The Concept of movie*

1. Definitions of The Movie

Whereas Farlex in Fitriani defines movie as a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity and a connected cinematic narrative represented in this form.

Movie is one of the best ways to develope writing skills for English language learners. The students can hone their writing skills by watching movie. Movie is great fun activity that develops active writing when students are given prompts and language support before watching. Movie allows students to hear various dialects, accents, and tone of speech. Active writing enhances understanding of vocabulary as well as various aspects of literacy.

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[21] H.Douglas Brown , *Teaching by Principle An Interactive Approach to Language Pedagogy*, (3rd Edition, New York : Longman, 2007), p. 399

Another opinion about film by Summers in Puspitasari, film is '; 1) A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema, 2) A story, play, etc. recorded on film to be shown in the cinema, on television, etc'. In addition, Manser defines film is cinema picture, movie or roll of thin flexible material used in photography.[22] The functions of film are to educate, entertain, and inspire the audiences.

Based on the definition of film the writer can say that film is a work combining a story, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

2. Teaching Writing Skill Through Watching Movie

Each people have two hemispheres in their brain, namely left-brain and right-brain hemispheres. Both of them have different functions. Springer & Deutsch in Fitriani states that the left-brain specializes in digital, deductive tasks that characterize oral and written media. The right-brain specializes in iconic, intuitive tasks that characterize visual media, especially the visual and sound characteristics of film. These differences in brain functioning point strongly at choices in instructional media to synergistically use both sides of a person's brain.[23]

Teachers should select movie before enter in the classroom, they must choose those who are interesting, culture of violence are not pornographic. They should choose a single story that means the main characters were not too much, and

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[22] Martin H. Manser, *op.cit.*, p. 155.
[23] Fitriani, *op.cit.*, p. 25.

the speeds were not too much. The film's types of which are fairly familiar. Movie is a fun way to improve English writing because there is not doubted that everyone like to watch movie.

According to Harmer in Puspitasari, the advantages of using movie in teaching and learning process are:

a. Seeing language - in- use

One of the main advantages of movie/film is that students do not just hear language they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed though expression, gesture and other visual clues. Thus, we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

b. Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how American speak to waiters. Film is also of great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves doing new things in English.

d. Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. [24]

The researches applied the teaching writing through movie in consideration that to find another English language teaching tools, approaches, technique, and methods, often we need not look far our surrounding for inspiration. A commonly available resource of authentic is movie.

work process watching movies can develop writing skills:

a. first we must choose the cutest movies or movies that could make us pay attention to the movie.

b. watch the movie clearly

c. Note the conversation on

d. repeat several times that movie

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[24] www.wachingmovie.com/develop-writing/waching-movie-can-develop-writing.

e. when we already understand the film storyline, we write and customize our writing with a conversation on the movie, and think of the movie as a text reader we will write.

3. Types of Movie or Film

There are many types of movie. There are:

a. Action movies have a lot of exciting effects like car chases and gun fights, involving stuntmen. They usually involve 'goodies' and 'baddies', so war and crime are common subjects. Action films usually need very little effort to watch, since the plot is normally simple. For example terrorists take control of a skyscraper and ask for a lot of money in exchange for not killing the people who work there. One man somehow manages to save everyone and is the hero. Action movies do not usually make people cry, but if the action movie is also a drama, emotion will be involved.

b. Animated movies use childish images like talking pigs to tell a story. These films used to be drawn by hand, one frame at a time, but are now made on computers.

c. Buddy movies involve 2 heroes, one must save the other, both must overcome obstacles. Buddy movies often involve comedy, but there is also some emotion, because of the close friendship between the 'buddies'.

d. Comedies are funny movies about people being silly or doing unusual things that make the audience laugh.

e. Documentaries are movies that are (or claim to be) about real people and real events. They are nearly always serious and may involve strongly emotional subjects, for example cruelty

f. Dramas are serious and often about people falling in love or people who have to make a big decision in their life. They tell stories about relationships between people. They usually follow a basic plot where one or two main characters (each actor plays a character) have to 'overcome' (get past) an obstacle (the thing stopping them) to get what they want. Tragedies are always dramas. For example, a husband and wife who are divorcing must each try to prove to a court of law that they are the best person to take care of their child. Emotion (feelings) are a big part of the movie and the audience (people watching the film) may get upset and even cry.

g. Film noir movies are 1940s-era detective movies about crime and violence.

h. Family movies are made to be good for the entire family. They are mainly made for children but often entertaining for adults as well. Disney is famous for their family movies.

i. Horror movies use fear to excite the audience. Music, lighting and sets (man-made places in film studios where the film is made) are all designed to add to the feeling.

j. Romantic Comedies (Rom-Coms) are usually love stories about 2 people from different worlds, who must overcome obstacles to be together. Rom-Coms are always light-hearted, but may include some emotion.

k.   Science fiction movies are set in the future or in outer space. Some use their future or alien settings to ask questions about the meaning of life or how we should think about life. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.

l.   Thrillers are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept guessing until the final minutes, when there are usually 'twists' in the plot (surprises).

m.   Western movies tell stories about cowboys living in the western United States in the 1800s. They are usually really Action movies, but with historical costume. They may or may not involve Indians (Native Americans).[25]

From the types of movie above, there are just two types of movies can be used in this research. They are animated movies and comedies, movies but the research used comedies movie because the movie will suitable for the sample. Comedies movie is funny and can make the students laugh. So, the students enjoy in learning English in a class. The research used Mr. Bean movie because the movie had familiar, famous and there were many people had watched it.

Besides that watching comedy movie can make people be healthy. According to BBC, The team of researchers from the University of Maryland, U.S., studied 20 samples watched comedy movie 15-30 minutes. After the samples watched comedy movie, 19 of 20 samples were experiencing an increase in their blood stream to

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[25] Simple English Wikipedia, http://simple.wikipedia.org/wiki/Movie, Accessed on Thursday, April 5th, 2013)

become more fluent. Surprisingly, when the samples laughed and cheered, was same the working of heart nursing and doing aerobic exercise.[26]

D. *Theoretical Framework*

Input: refers to the pretest which is used to know the students' writing skill. Before giving treatment. Process: refers to implementation of learning writing through watching movie. Output: refers to the students' writing achievement in writingskill trough watching movie.

The theoretical framework underlying this research is given in the following diagram
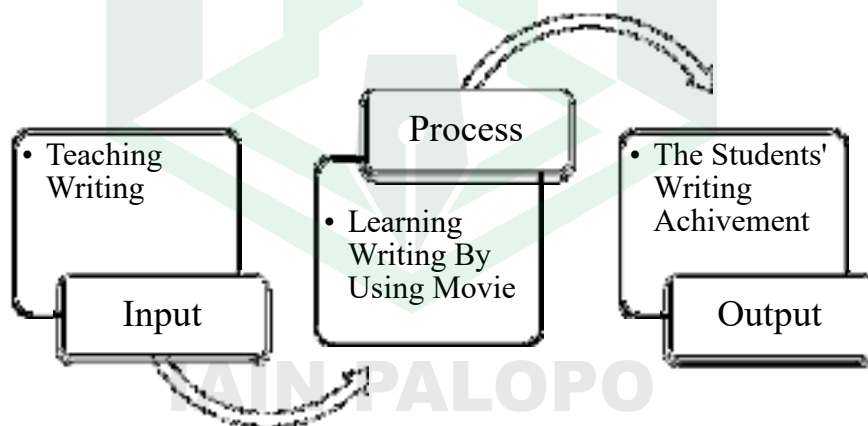
E. *Hypothesis*

The hypothesis of this research is the students writing skill will develop through watching movie.

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[26]BBC, http://www.jawaban.com/index.php/health/detail/id/68/news/071121194733/limit/0/ Apa-Manfaat-Nonton-Bioskop-Buat-Kesehatan.html, Accessed on Tuesday, August 7th, 2013

Null hypothesis (H$_0$): Teaching writing by using movie cannot develop the students' writing skill.

Alternative hypothesis (H$_1$): Teaching writing by using movie can develop the students' writing skill.

CHAPTER III

RESEARCH METHOD

In this research of the method of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. *Method of the Research*

1. Research Design

In this research, the researcher used pre-experimental design. The researcher collected information first before deciding the sample. Researcher found that the students at the school never using media in writing activity, so the researcher decided to use only one class namely experimental class. The design that used was the one-group pretest-posttest design.

$$(X1) \implies (T) \implies (X2)$$
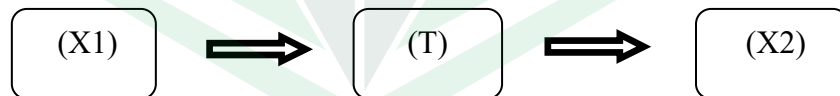
Where:

X1   : Pre-test

T   : Treatment

X2   : Post-test

a. Variables of research

This research had two variables, independent and dependent. The independent variable was the using movie and dependent variable was students' writing skill.

B. *Population and Sample*

1. **Population**

Population of this research was the students at eighth grade of SMP Negeri 1 Bua Ponrang academic year 2013/ 2014. It consisted of nine classes. They was $VIII_A$, $VIII_B$, $VIII_C$, $VIII_D$, $VIII_E$, $VIII_F$, $VIII_G$, $VIII_H$, and $VIII_I$, with the total of 356 students for eighth grade.

2. **Sample**

This research, the researcher used purposive sampling technique by choosing one class that $VIII_A$, because of certain reason. When the researcher observed the students' in class VIIIA, they could not write well, and the researcher wanted to vocus for students had category was low in writing skill. The numbers of sample were 25 students.

C. *The Instrument of this Research*

The writing test was given to the students to know their ability in writing. The researches used pre-test and post-test. The pre-test was the writing test given before treatment. In this test, the students were asked them to write one sentence. The second test was post-test. It was given after treatment.

D. *Procedure of Collecting Data*

The procedure of collecting the data, the writer followed the procedure below:

a. Pre-test

Before giving the treatment, the researcher give pretest to students on January 29th 2014. It was intended to know the score of the students' writing skill.

b. Treatment

After giving pretest, the researcher gave treatment on January 30th – February 4 2014. The researches carried out the four meetings. Each meeting spent fourty minutes and the students were taught by using movie.

1.) At the first meeting of researchers provide pre-test to know the writing ability of students who researched and wrote the material and given before the formula devised the sentence given.

2.) The second meeting of the researcher asked students opinions about the movie and play with movie and resarcher asked students to rewrite the movie, than researcher asked students to demonstrate their writing about movie and examine the students wring.

3.) The third meeting of the researcher play with movie and researcher asked students to rewrite the movie, than researcher axamine their writing and the students read their work in front of the class.

4.) The fourth meeting of the researcher play with movie and asked students to rewrite the movie, than researcher examine their writing.

5.) The fifth meeting of the researcher play with movie, than researcher asked students to rewrite the movie and examine their writing, than the students read their work in front the class.

6.) At the sixth meeting of the researchers gave the post-test to students who researched to find out their abilities after the material given.

c. Post-test

After doing treatment, the posttest was conducted with gave the same test as in the pretest on February 5th 2014. The posttest was administrated to see the students achievement based on the material and also intended to find out whether or not the students retain materials.

E. *Technique of Analysis Data*

The data collected through pre-test and post-test were analyzed using some steps. The steps were:

1. To get the score, the researcher used an analytical rating scale for evaluating written language that included five components. They were content, organization, vocabulary, grammar, and mechanics.

Thus determining the score classification, and looking for the mean score which conducted in data analysis.

a. Scoring Classification

1) Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete,

No	Score	Classification	Criteria
			rich. Well focus, main idea stand out secondary ideas do not usurp to much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, does not communicated information is very limited, boring.
5	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.

2) Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	14-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
3	10-13	Fair	Is quiet creal, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words
4	7-9	Poor	Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the brodest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were, and dominated.
5	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3) Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate

2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling

4) Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns proposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
4	9-15	Poor	Dominated by error of grammar, can not be understand and evaluated
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.

5) Mechanic

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.

2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization
4	2	Poor	Many errors of spelling, punctuation, capitalization
5	1	Very Poor	Illegible writing.[1]

b. Scoring the students' correct answer of pretest and posttest by using this formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 10$$

c. Knowing mean score each test, by formula:

$$M = \frac{\sum X}{N}$$

Where: M   : Mean score

$\sum X$: The sum of all scores

N   : The total number of students[2]

d. Computing the frequency and the rate percentage of the students' score :

$$P = \frac{F}{N} x100\%$$

Where: P   : Percentage

F   : Number of correct answer

N   : The total number of students[3]

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[1] J.B. Heaton, 1998, *Writing English Language Test,* New York Language, p. 146

[2] Hartono, *Statistik Untuk Penelitian* (Second Ed., Yogyakarta: puataka pelajar, 2004), p. 3

[3] Sudjana*, Metode Statistika* (Bandung: PT. Tarsito, 1982), p. 40.

e. Comparing the result of the test to know whether used movie could develop students' skill or not. Classifying the students' score into following criteria :

Table 3.1

Classifying the students' score

NO	CLASSIFICATION	SCORE
1	Excellent	9,6 – 10
2	Very good	8,6 - 9,5
3	Good	7,6 - 8,5
4	Fairly good	6,6 - 7,5
5	Fair	5,6 - 6,5
6	Poor	4,6 - 5,5
7	Very poor	0,0 - 4,5

f. Calculating the standard deviation of the students' score in pretest and posttest by used the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where: SD   : Standard deviation

$\sum X^2$: The sum of all the square

$(\sum X)^2$: The square of the sum

N   : The total number of students[4]

g. Finding out the mean of the different score by used the formula :

$$\overline{D} = \frac{\sum D}{N}$$

Where: $\overline{D}$: The mean of the different score

$\sum D$: The sum of all scores

N   : The total number of students[5]

h. To calculated the value of t-test of the hypothesis concerning the difference between pre-test and post-test using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where: t   : Test of significance

$\overline{D}$: The difference of mean score

$\sum D^2$: The sum of the difference score

$(\sum D)^2$: The difference score of the sum

N   : The total numbers of students.[6]

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[4] *Ibid.,* p. 34.

[5] *Ibid.,* p. 35.

[6] Arief Furchan, *Pengantar Penelitian dalam Penelitian* (Yogyakarta: Pustaka Pelajar, 2005), p. 226.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the data analysis and discussion of the data analysis. The finding of the research deal with the result of data analysis consist of pre-test and post-test that find the rate percentage of the students score, mean score of pre-test and pos-test and t-test value.

A. Findings

The data were collected through pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment.

Table 4.2
The Student's Raw Score and Converted Score of the Pretest

No	Sample	Score of each component						Converted Score
		C	V	O	G	M	Raw score	
1	R1	21	14	16	10	2	63	6,3
2	R2	13	10	10	9	2	44	4,4
3	R3	13	9	8	9	2	41	4,1
4	R4	21	13	16	10	2	62	6,2
5	R5	13	9	10	10	3	45	4,5
6	R6	14	8	10	9	2	43	4,3
7	R7	21	13	16	10	2	62	6,2
8	R8	21	10	16	10	2	59	5,9
9	R9	14	7	9	7	2	39	3,9
10	R10	17	8	8	8	2	43	4,3
11	R11	16	9	10	10	2	47	4,7
12	R12	13	9	10	12	2	46	4,6
13	R13	14	7	9	7	2	39	3,9
14	R14	18	13	14	13	3	61	6,1
15	R15	17	13	14	15	3	62	6,2
16	R16	17	12	13	12	3	57	5,7

17	R17	20	15	15	18	4	72	7,2
18	R18	17	13	14	15	3	62	6,2
19	R19	18	12	14	11	3	58	5,8
20	R20	20	10	12	9	3	54	5,4
21	R21	22	16	16	16	4	74	7,4
22	R22	14	7	9	7	2	39	3,9
23	R23	13	9	10	10	2	44	4,4
24	R24	17	13	14	15	3	62	6,2
25	R25	14	14	9	13	3	53	5,3
SUM		420	275	304	275	63	1337	133,7
MEAN		16,8	11	12	11	2,25	53,48	5,348

The table 4.2 showed the value of students' correct answer and their score in doing pre-test. That there were 25 students observed in this research before gave the treatment. It showed that all students took as sample in this research got very low score. The highest score was "7,4" and just one student got it, and the lowest score was 3,9.

Table 4.3
The Student's Raw Score and Converted Score of the Post test

No	Sample	Score of each component						Converted Score
		C	V	O	G	M	Raw score	
1	R1	26	17	17	16	3	79	7,9
2	R2	21	14	17	15	3	70	7
3	R3	21	14	17	15	3	70	7
4	R4	21	15	17	15	3	71	7,1
5	R5	17	14	14	15	3	63	6,3
6	R6	26	17	17	16	3	79	7,9
7	R7	26	17	17	16	3	79	7,9
8	R8	21	14	17	15	3	70	7
9	R9	21	15	17	15	3	71	7,1
10	R10	21	14	17	15	3	70	7

11	R11	16	14	14	14	3	61	6,1
12	R12	17	14	14	15	3	63	6,3
13	R13	17	10	10	11	2	50	5
14	R14	20	17	17	16	4	74	7,4
15	R15	26	18	18	20	4	86	8,6
16	R16	21	15	17	15	3	71	7,1
17	R17	28	19	19	21	4	91	9,1
18	R18	20	15	15	16	3	69	6,9
19	R19	21	14	15	15	3	68	6,8
20	R20	22	15	17	15	3	72	7,2
21	R21	27	18	18	20	4	87	8,7
22	R22	20	17	17	16	4	74	7,4
23	R23	16	10	13	15	3	57	5,7
24	R24	20	17	20	16	4	77	7,7
25	R25	20	17	17	16	4	74	7,4
SUM		**532**	**381**	**408**	**394**	**81**	**1796**	**179,6**
MEAN		**21,28**	**15,24**	**16,32**	**15,76**	**3,24**	**71,84**	**7,184**

The table 4.3 showed the value of students' correct answer and their score in doing post test. It showed the different between the result of pre- test and pot test, where all the students took as sample in this researcher got very low score in pre test become high in the pot-test. The highest score of pre-test was 7,4 and just one students got it, and the lowest was 3,9 That there were 25 students observed in this research after gave the treatment. It showed that all students took as sample in this research got very good. The highest score was "9,1" and just one student got it, and the lowest score was 5. The researcher concluded that the results obtained by the student after the post-test increases, it means enhancing the writing skills of students of SMP Negeri 1 Bua Ponrang through a very influential movie.

1. Students' writing achievement

The student's raw score of pre-test and post-test were classified into some criteria, those criteria and percentage are as follows:

Table 4.4
"The frequency and percentage of the students' achievement on pretest"

No	Interval score	Classification	PRETEST	
			Frequency	Percentage
1.	9,6 – 10	Excellent	-	-
2.	8,6 – 9,5	Very good	-	-
3.	7,6 – 8,5	Good		
4.	66 – 7,5	Fairly good	2	8%
5.	5,6 – 6,5	Fair	10	40%
6.	4,6 – 5,5	poor	4	16%
7.	0 – 4,5	very Poor	9	36%
Total			**25**	**100%**

Table 4.5
"The frequency and percentage of the students' achievement on posttest"

No	Interval score	Classification	POSTTEST	
			Frequency	Percentage
1.	9,6 – 10	Excellent	-	-
2.	8,6 – 9,5	Very good	3	12%
3.	7,6 – 8,5	Good	5	20%
4.	66 – 7,5	Fairly good	12	48%
5.	5,6 – 6,5	Fair	4	16%
6.	4,6 – 5,5	poor	1	4%
7.	0 – 4,5	very Poor	-	-

Total	25	100%

Both tables 4.4 indicated that before the treatment, there were no students got excellent and very good. Only two students categorized into good and fairly good or just 8 % from twenty five students. Most of the students got fair and there were thirteen students got poor and very poor score. It meant that the writing skill of the students was still very poor and need to be developed. But after the treatment, the table showed that from twenty five students, no student got very poor, only one student got poor, and four students got fair. Most of the students in posttest got fairly good and there were eight students got good and very good score. It meant that the writing skill of the students in post test was getting better after giving them treatment by using movie.

Table 4.6
The Result Distribution of Students Pretest and Posttest

No	Sample	X1	X2	X1²	X2²	D(X2-X1)	D²
1	R1	6,3	7,9	39,69	62,41	1,6	2,56
2	R2	4,4	7	19,36	49	2,6	6,76
3	R3	4,1	7	16,81	49	2,9	8,41
4	R4	6,2	7,1	38,44	50,41	0,9	0,81
5	R5	4,5	6,3	20,25	39,69	1,8	3,24
6	R6	4,3	7,9	18,49	62,41	3,6	12,96
7	R7	6,2	7,9	38,44	62,41	1,7	2,89
8	R8	5,9	7	34,81	49	1,1	1,21
9	R9	3,9	7,1	15,21	50,41	3,2	10,24
10	R10	4,3	7	18,49	49	2,7	7,29
11	R11	4,7	6,1	22,09	37,21	1,4	1,96
12	R12	4,6	6,3	21,16	39,69	1,7	2,89

13	R13	3,9	5	15,21	25	1,1	1,21
14	R14	6,1	7,4	37,21	54,76	1,3	1,69
15	R15	6,2	8,6	38,44	73,96	2,4	5,76
16	R16	5,7	7,1	32,49	50,41	1,4	1,96
17	R17	7,8	9,1	60,84	82,81	1,3	1,69
18	R18	6,2	6,9	38,44	47,61	0,7	0,49
19	R19	5,8	6,8	33,64	46,24	1	1
20	R20	5,4	7,2	29,16	51,84	1,8	3,24
21	R21	7,4	8,7	54,76	75,69	1,3	1,69
22	R22	3,9	7,4	15,21	54,76	3,5	12,25
23	R23	4,4	5,7	19,36	32,49	1,3	1,69
24	R24	6,2	7,7	38,44	59,29	1,5	2,25
25	R25	5,3	7,4	28,09	54,76	2,1	4,41
	SUM	133,7	179,6	744,53	1310,26	45,9	100,55

Table 4.7
The Students' Score and Classification of Pretest and Posttest

No	Sample	Pretest		Posttest	
		Score	Classification	Score	Classification
1	R1	6,3	Fair	7,9	Good
2	R2	4,4	Very Poor	7	Fairly Good
3	R3	4,1	Very Poor	7	Fairly Good
4	R4	6,2	Fair	7,1	Fairly Good
5	R5	4,5	Very Poor	6,3	Fair
6	R6	4,3	Very Poor	7,9	Good
7	R7	6,2	Fair	7,9	Good
8	R8	5,9	Fair	7	Fairly Good
9	R9	3,9	Very Poor	7,1	Fairly Good
10	R10	4,3	Very Poor	7	Fairly Good
11	R11	4,7	Poor	6,1	Fair
12	R12	4,6	Poor	6,3	Fair
13	R13	3,9	Very Poor	5	Poor
14	R14	6,1	Fair	7,4	Fairly Good

15	R15	6,2	Fair	8,6	Very Good
16	R16	5,7	Fair	7,1	Fairly Good
17	R17	7,8	Good	9,1	Very Good
18	R18	6,2	Fair	6,9	Fairly Good
19	R19	5,8	Fair	6,8	Fairly Good
20	R20	5,4	Poor	7,2	Good
21	R21	7,4	Fairly Good	8,7	Very Good
22	R22	3,9	Very Poor	7,4	Fairly Good
23	R23	4,4	Very Poor	5,7	Fair
24	R24	6,2	Fair	7,7	Good
25	R25	5,3	Poor	7,4	Fairly Good

Table 4.8
Rate Percentage of the Students Score

No	Interval score	Classification	PRETEST		POSTTEST	
			F	%	F	%
1.	9,6 – 10	Excellent	-	-	-	-
2.	8,6 – 9,5	Very good	-	-	3	12%
3.	7,6 – 8,5	Good	1	4%	5	20%
4.	66 – 7,5	Fairly good	1	4%	12	48%
5.	5,6 – 6,5	Fair	10	40%	4	16%
6.	4,6 – 5,5	poor	4	16%	1	4%
7.	0 – 4,5	very Poor	9	36%	-	-
	Total		25	100%	25	100%

2. Mean score of pre-test and post-test

Pretest

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{133,7}{25}$$

$$\overline{X}_1 = 5,348$$

Posttest

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{179,6}{25}$$

$$\overline{X}_2 = 7,184$$

Table 4.9
"Means score of the students pretest and posttest"

Pretest	Posttest
5,348	7,184

The table 4.9 showed that the mean score of the students obtained in the posttest (7,184) was greater than the mean score of the students in pretest (5,348). It proved that using movie could developed the students' writing skill at the eighth grade of SMP Negeri 1 Bua Ponrang.

3. Test of Value

a.) T-test

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{n}}{n(n-1)}}}$$

$$= \frac{1{,}836}{\sqrt{\dfrac{100{,}55 - \dfrac{(45{,}9)^2}{25}}{25(25-1)}}}$$

$$= \frac{1{,}836}{\sqrt{\dfrac{100{,}55 - 84{,}2724}{600}}}$$

$$= \frac{1{,}836}{\sqrt{\dfrac{16{,}2776}{600}}}$$

$$= \frac{1{,}836}{\sqrt{0{,}027129333}}$$

$$= \frac{1{,}836}{0{,}164709844}$$

$$= 11{,}147$$

b.) T-Table

The mean of differences (D) = 1,836

Degree of freedom (df) = N-1 = 25- 1 = 24

t- observed:11,147

t – Table =1,711

1,711 < 11,147

Table 4.10
"T-Test and T-Table Score of the Students' writing achievement"

Variable	T-Test	T-Table
X-Y	11,147	1,711

The table 4.10 showed that the value of the T-test was greater than T-table (11,147 > 1,711). It meant that the students' writing achievement developed, it was conducted that there was significant difference between the pretest and posttest.

4. Hypothesis Testing

The hypothesis was tested by using T-test statically analysis. The result was for the level of the significance 0,05 and degree of freedom (df) = n – 1 = 24, we found that the value of the t-test (11,147) was greater than T-table (1,711). It meant that alternative hypothesis (H_1) was accepted and Null hypothesis (H_0) was refused.

A. *Discussion*

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through writing of both pre-test and post-test. The data collected through test were intended to know the students writing skill in learning writing by using movie.

Before gave treatment, the students writing achievement were categories very poor, poor, fair, fairly good and good. These were indicated by the rate percentage of pretest, 9 (36 percent) students who got very poor score, 4 (16 percent) students who got poor score, 10 (40 percent) students who got fair score, 1 (4 percent) student who got fairly good score and 1 (4 percent) student who got good score. None of them got very good and excellent scores (Table 4.4).

While after giving treatment, the students writing achievement were categorized poor, fair, fairly good, good, and very good. These were indicated by the rate percentage of posttest, 1 (4 percent) student who got poor score, 4 (16 percent) students who got fair score, 12 (48 percent) students who got fairly good score, 5 (20 percent) students who got good score and 3 (12 percent) students who got very good score. None of them got excellent and very poor scores (Table 4.5). There was significant difference between the pretest and posttest.

The means score of the students posttest was greater (7,184) than the students pretest (5,348). The result of the statistical t-test showed that, it was statically different. Where the t-test value was greater (11,147) than t-table value (1,711) for level of significance 0,05 degree of freedom 24. Thus, the null hypothesis (H_0) saying that teaching writing using movie cannot developed the students' writing skill was refused, while the alternative hypothesis (H_1) saying that teaching writing using movie can developed the students' writing skill was accepted. It meant that there was a significant development of the writing skill of the student after being taught by using movie.

Teaching writing by using movie gave better effect. It could be seen in the rate percentage of the students score before and after treatment. It was proved that using movie could develope the students' writing skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This chapter consists of the conclusion and suggestion of the result this research.

Based on the result of analysis in the previous chapter, the research concludes that using movie can develope the students' writing skill even though the result of them is different. It can be seen through their result of students' test. The table showed that the mean score obtained by the students in the posttest (7,184) was greater than the mean score of the students in pretest (5,348) and from the result of t-test showed that the value of t-test (11,147) was greater than t-table (1,711). The students writing skill develope after the treatment. So, the research can concluded that, by using movie can develope students' writing skill at the eighth grade of SMP Negeri 1 Bua Ponrang.

B. Suggestion

Succesful in teaching did not depend on the lesson program only, more important was how the teacher presented the lesson and using various method to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for the students to be active in teaching learning process. Regarding to the teaching writing skill by using movie this, the researcher gave suggestion for the teacher and students as follows:

1.   Nowadays, English teacher should use media that combine between visual and audio in teaching writing skill, so the students are not bored and enjoy the class. It will be better to use multimedia in teaching it. One of the good ways is by using movie in their learning.

2.   The writer also suggests for the next researchers who are interested in this subject (writing) to find out the other way that more interesting than movie in teaching writing.

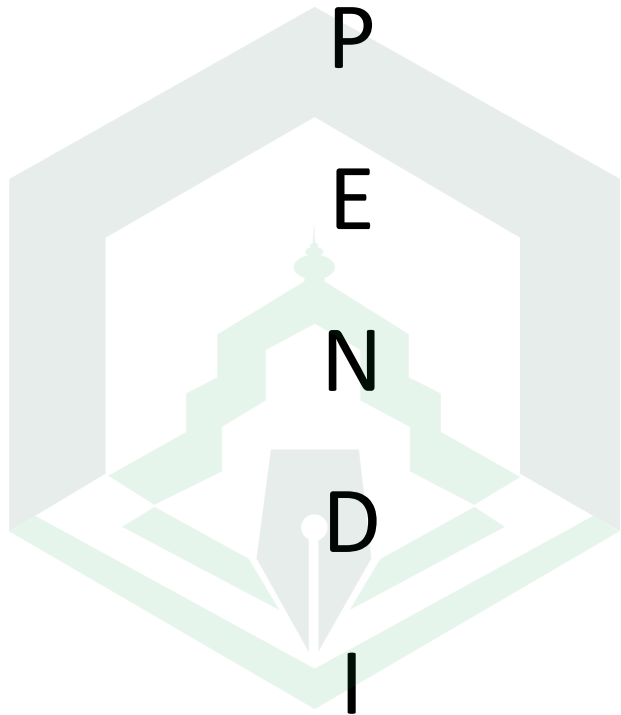# APPENDIXES

APPENDIX

Exam Writing Pre-Test and Post-Test
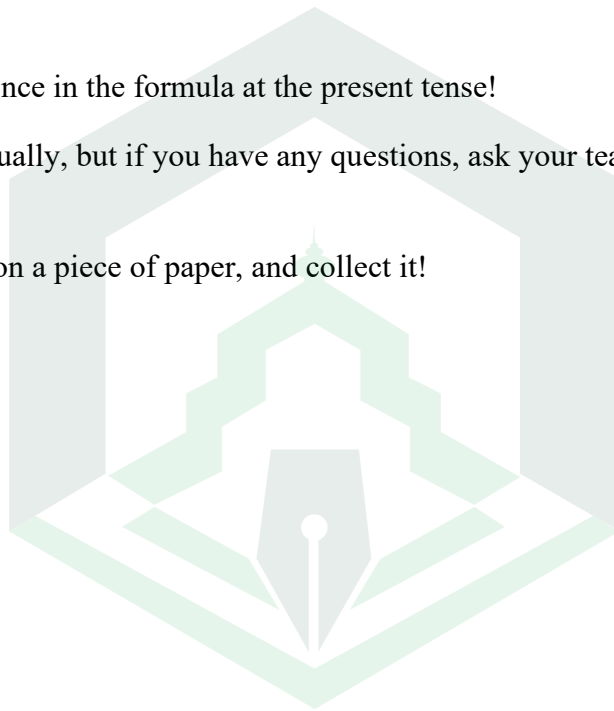
Name: Class:

NIS: Semester:

1. Make a sentence in the formula at the present tense!

2. Do it individually, but if you have any questions, ask your teacher / researcher to help!

3. Write down on a piece of paper, and collect it!

LESSON PLAN

lesson plans 1

Theme : Writing

Subtheme :

Grade : The Junior High School eighth grade 1 Bua Ponrang

Time : 2 x 40 minutes

Semester / academic year : II / 2014

Date : January 29 2014

I. Specific instructional objectives

1 . At the end of the lesson , students will be able to rewrite the movie that matches their own words .

II . teaching materials

  - Researcher give clear instructions .

  - Researcher teach how writing / preparation of a good sentence .

  - Researcher play the movie.

III . Learning and teaching activities.

a. stage Presentation

  1 . Researcher asked students' opinions about the movie.

  2 . Researchers asked students to rewrite the movie.

b . Practicing for the production phase

  1 . Researcher asked students to demonstrate their writing about the movie .

2 . Researcher memerisa their writing .

c . Feedback stage

1 . Students compare their writing with their friends .

Lesson Plan 2

Theme: Writing

Grade: The Junior High School eighth grade 1 Bua Ponrang

Time: 2 x 40 minutes

Semester / academic year: II / 2014

Date: January 30 2014

I. Specific instructional objectives

1. At the end of the lesson, students will be able to rewrite the movie that matches their own words.

II. Teaching materials

   - Researcher give clear instructions.

   -Researcher teach how writing / preparation of a good sentence.

   - Researcher play the movie.

III. Learning and teaching activities.

a. Stage Presentation

   1. Researcher asked students to rewrite the movie.

b. Practicing for the production phase

   1. Researcher asked students to demonstrate their writing about the movie.

   2. Researcher examine their writing.

c. Feedback stage

   1. The students read their work in front of the class

Lesson Plan 3

Theme: Writing

Grade: The Junior High School eighth grade 1 Bua Ponrang

Time: 2 x 40 minutes

Semester / academic year: II / 2014

Date: February 01 2014

I. Specific instructional objectives

1. At the end of the lesson, students will be able to rewrite the movie that matches their own words.

II. teaching materials

   - Researcher give clear instructions.

   - Researcher teaches how penuljsan / preparation of a good sentence.

   - Researcher play the movie.

III. Learning and teaching activities.

a. stage Presentation

   1. Researcher asked students' opinions about the movie.

   2. Researcher asked students to rewrite the movie.

b. Practicing for the production phase

   1. Researcher asked students to demonstrate their writing about the movie.

   2. Researcher examine their writing.

c. Feedback stage

   1. The students talk about their writing with their friends.

Lesson Plan 4

Theme : Writing

Grade : The Junior High School eighth grade 1 Bua Ponrang

Time : 2 x 40 minutes

Semester / academic year : II / 2014

Date : February 02 2014

I. Special instructional purpose

1 . At the end of the lesson, students would be able to write the necessary reprogramming movie that alone suitable words .

II . teaching materials

- Researcher gave celar intructions.

- Researcher teach Writing / composing good sentence .

- Researcher play the movie .

III . Learning And Teaching activities .

a. stage Presentation

1 . Researcher asked students to write need to reprogram the movie .

b . Practicing for the Production stage

1 . Researcher asked students to demonstrate their writing about .

2 . Researcher examine their writing .

c . Making Behind the Stage

1 . Students compare their writing with a friend.

2 . The students read their task in front of the class.

AUTOBIOGRAPHY OF THE RESEARCHER

IDRIS AFANDI, lahir diLowa Desa Muladimeng Kec. Ponrang Kab. Luwu, pada tanggal 01 Maret 1992. Anak kedua dari 6 bersaudara dari pasangan **Yunus k.** dan **Bungalia.**

Penulis tamat pendidikan dasar pada tahun 2004 di SD 58 Salolo, pada tahun yang sama penulis melanjutkan pendidikan di SMP Negeri 1 Bua Ponrang dan selesai pada tahun 2007. Kemudian melanjutkan pendidikan ke SMA Negeri 1 Bua Ponrang dan selesai pada tahun 2009. Pada tahun yang sama penulis melanjutkan kulia di STAIN Polopo dan mengambil jurusan TARBIAH program study Bahasa Inggris.

Picture of the students

CATATAN HASIL KOREKSI PEMBIMBING SKRIPSI

Nama Mahasiswa   : IDRIS AFANDI

NIM   : 09.16.3.0130

Jurusan/prodi   : Tarbiyah/Tadris Bahasa Inggris

Judul skripsi   : DEVELOPING STUDENTS WRITING SKILL BY USING MOVIE AT THE EIGHTH GRADE OF SMP NEGERI 1 BUA PONRANG

Pembimbing I   : Madehang, S.Ag., M.Pd

NO	HARI/TGL	ASPEK YANG DIKOREKSI (Catatan hasil koreaksi)	PARAF	KET
1.				
2.				
3.				
4.				
5.				
6.				

Palopo,   2014

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

CATATAN HASIL KOREKSI PEMBIMBING SKRIPSI

Nama Mahasiswa   : IDRIS AFANDI

NIM   : 09.16.3.0130

Jurusan/prodi   : Tarbiyah/Tadris Bahasa Inggris

Judul skripsi   : DEVELOPING STUDENTS WRING SKILL BY USING MOVIE AT THE EIGHTH GRADE OF SMP NEGERI 1 BUA PONRANG

Pembimbing II   : Wisran, S.S., M.Pd.

NO	HARI/TGL	ASPEK YANG DIKOREKSI (Catatan hasil koreaksi)	PARAF	KET
1.				
2.				
3.				
4.				
5.				
6.				

Palopo,   2014

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

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